Application 6:  Differentiating Instruction by Content, Process, and Product

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EDUC-6714D-2 Reaching and Engaging All Learners Through Technology

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Differentiating Instruction by Content, Process, and Product

Introduction

Differentiating instruction for the benefit of the students is essential. By differentiating content, process, and product, educators can ensure that students learn. According to Bray, Brown, and Green (2004), “differentiated instruction is uniquely suited for not only dealing with the unique learning characteristics of a wide variety of students but for also allowing the teacher to more effectively integrate limited technology resources into the day-to-day activities of the classroom” (p. 54).

Differentiated Lesson Plan

The following lesson plan is for students in seventh grade English. As we make our way into our mythology unit, students will be reading, writing, and discussing mythology. Wyoming students are asked to read various selected works as well as understand mythology and legends. At the end of this unit, students are normally asked to write their own myth so as to encompass writing and reading activities. However, with the advent of new technology within our classroom, students will be creating their own myth and presenting it via podcasts.

Learning Objectives

The literacy objectives are as follows:

Read to perform a task

Read for literary experience

Read for pleasure

Acquire new vocabulary

Identify relationships among concepts in a passage

Synthesize information from multiple sources

Write a cohesive paragraph

Participate in class discussions

The content objectives are as follows:

LA-07-04-02 - Understand Myths, Fables, and Tales (Objective) (Ayers, 2008, p. 5)

LA-07-04-04 - Read Various Selected Works (Objective) (Ayers, 2008, p. 5)

LA-07-04-05 - Apply Literary Elements to Understand Literature (Objective) (Ayers, 2008, p. 7)

LA-07-04-07 - Recognize Influence of Myths and Fables (Objective) (Ayers, 2008, p. 8)

LA-07-05 WRITING/ TECHNOLOGY (Content Standard) (Ayers, 2008, p. 8)

LA-07-05-01 - Multi-Media Projects (Objective) (Ayers, 2008, p. 8)

LA-07-04-01 - Expand Vocabulary by Various Methods (Objective) (Ayers, 2008, p. 6)

Steps of the Lesson

This myth will take several weeks to complete. After reading and discussing several selected myths, students will have the option to create their own myth or modernize one that was read. With a partner or on their own, students would fashion their myth and then prepare a Podcast or iMovie to help with its digital storytelling. The finished product would then be presented to the class.

By using technology to create digital stories, students are not limited by what they can create with their hands. They can incorporate digital images to help increase understanding of their writing. According to the IES Practice Guide, this lesson also allows for higher student engagement as well as opportunities for extended discussion of text (Kamil et al., 2008). This lesson design allows all to participate no matter their need or readiness.

Conclusion

Using differentiated instruction and universal design, teacher can successfully teach all students. Salend (2009) discusses that “digital storytelling is a particularly good format for having students present their skills and share information … with others” (p. 52). An open-ended lesson such as creating their own myth or retelling one via digital storytelling allows students to authenticate their learning and prove their knowledge.

References

Ayers, A. (2008, June 24). *Campbell county school district #1 curriculum*. <http://esc.ccsd.k12.wy.us/curriculum/curriculum.htm>

Kamil, M., Borman, G., Dole, J., Kral, C., Salinger, T., Torgesen, J., et al. (2008). Improving Adolescent Literacy: Effective Classroom and Intervention Practices. IES Practice Guide. NCEE 2008-4027. National Center for Education Evaluation and Regional Assistance, Retrieved from ERIC database.

Salend, S. (2009). Technology-Based Classroom Assessments: Alternatives to Testing. TEACHING Exceptional Children, 41(6), 49-58. Retrieved from ERIC database.

Walden University M.S. in Education Program

Formative Evaluative Criteria for Applications and Reflective Essays

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Quality of Work Submitted**  ***Work reflects graduate-level critical, analytical thinking.*** | **A: Exemplary Work** A = 4.00; A- = 3.75 ***All of the previous, in addition to the following:*** | **B: Graduate Level Work**  **B+ = 3.50; B = 3.00;**  **B- = 2.75**  ***All of the previous, in addition to the following:*** | **C: Minimal Work**  **C+ = 2.50; C = 2.00;**  **C- = 1.75** | **F: Work Submitted but Unacceptable** F = 1.00 |
| ***Adherence to Assignment Expectations***  *The extent to which work meets the assigned criteria.* | Assignment exceeds expectations,  integrating additional material and/or information.  Assignment demonstrates exceptional breadth and depth. | All parts of the assignment are completed, with fully developed topics.  The work is presented in a thorough and detailed manner.  Assignment demonstrates appropriate breadth and depth. | Most parts of assignment are completed.  Topics are not fully developed.  Assignment demonstrates minimal depth and breadth. | Does not fulfill the expectations of the assignment.  Key components are not included  Assignment lacks breadth and depth. |
| ***Assimilation and Synthesis of Ideas***  The extent to which the work reflects the student’s ability to-   1. Understand the assignment’s purpose; 2. Understand and analyze material in videos, readings, and   discussions;   1. *Apply presented strategies*   ***\*\*****May include, but are not limited to, scholarly articles, collegial discussions; information from conferences, in service, faculty development, and/or meetings. Outside sources also may include materials from previous Walden MSED courses, videos, and readings. (but aren’t currently being used in this course) In addition, students may refer to the course Webliography, course reference list (Bibliography), and the theoretical foundations, all of which are located in the eCollege course page.* | Demonstrates the ability intellectually to explore and/or implement key instructional concepts.  Demonstrates exceptional inclusion of major points, using creditable sources\*\*, in addition to course videos or required readings.  Demonstrates insightful reflection and/or critical thinking. | Demonstrates a clear understanding of the assignment’s purpose.  Includes specific information from course videos or required readings to support major points.  Provides careful consideration of key instructional concepts. | Shows some degree of understanding of the assignment’s purpose.  Generally applies theories, concepts, and/or strategies correctly, with ideas unclear and/or underdeveloped  Minimally includes specific information from course videos or required readings. | Shows a lack of understanding of the assignment’s purpose.    Does not apply theories, concepts, and/or strategies  Does not include specific information from course videos or required readings. |
| ***Written Expression and Formatting***  *The extent to which scholarly, critical, analytical writing is presented in APA format;*  *Standard Edited English ( i.e. correct grammar, mechanics).* | Represents scholarly writing in a correct APA format.  Work is unified around a central purpose with well-developed ideas, logically organized in paragraph structure with clear transitions.  Effective sentence variety; clear, concise, and powerful expression are evident.  Work is written in Standard Edited English. No prominent errors interfere with reading. | Work is well organized with correct APA formatting throughout.  Ideas are clearly and concisely expressed.  Elements of effective communication such as an introduction and conclusion are included.  Work is written in Standard Edited English with few, if any, grammatical or mechanical errors | Somewhat represents mature, scholarly, graduate-level writing, with APA generally followed.  Ideas are not clearly and concisely expressed.  Elements of effective communication such as an introduction and conclusion are not included.  Work contains more than a few grammatical, or mechanical errors. | The quality of writing and/or APA formatting are not acceptable for graduate level work.  Major points do not reflect appropriate elements of communication.  No effort to express ideas clearly and concisely.  Work is not written in Standard Edited English. Contains many grammatical or mechanical errors |
|  | **A: Exemplary Work** A = 4.00; A- = 3.75 ***All of the previous, in addition to the following:*** | **B: Graduate Level Work**  **B+ = 3.50; B = 3.00;**  **B- = 2.75**  ***All of the previous, in addition to the following:*** | **C: Minimal Work**  **C+ = 2.50; C = 2.00;**  **C- = 1.75** | **F: Work Submitted but Unacceptable** F = 1.00 |

It is expected that all applications and reflective essays will be submitted according to the assignment due dates indicated. Exceptions may be made

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Updated: 8/07

## Week Six

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[Application 6: Differentiating Instruction by Content, Process, and Product](javascript:openDSC(144734165, 1, '413');) Valerie Gerdes [5Walden University Sherry Lambertson EDUC-6714D-2 Reaching and Engaging All Learners Through Technology December 8, 2010 Differentiating Instruction](javascript:openDSC(162190420, 1, '397');) by Content, Process, and Product Introduction Differentiating instruction for the benefit of the students is essential. By differentiating content, process, and product, educators can ensure that students learn. According to Bray, Brown, and Green (2004), [1"differentiated instruction is uniquely suited for not only dealing with the unique learning characteristics of a wide variety of students but for also allowing the teacher to more effectively integrate limited technology resources into the day-to-day activities of the classroom" (p. 54). Differentiated Lesson Plan](javascript:openDSC(153708668, 1, '8');) The following lesson plan is for students in seventh grade English. As we make our way into our mythology unit, students will be reading, writing, and discussing mythology. Wyoming students are asked to read various selected works as well as understand mythology and legends. At the end of this unit, students are normally asked to write their own myth so as to encompass writing and reading activities. However, with the advent of new technology within our classroom, students will be creating their own myth and presenting it via podcasts. [10Learning Objectives The literacy objectives are as follows:](javascript:openDSC(153626378, 1, '259');)[3Read to perform a task Read for literary experience Read for pleasure Acquire new vocabulary Identify relationships among concepts in a passage Synthesize information from](javascript:openDSC(123803432, 1, '385');) multiple [9sources Write a cohesive paragraph Participate in class discussions](javascript:openDSC(116169823, 1, '407');) The content objectives are as follows: [6LA-07-04-02 - Understand Myths, Fables, and Tales (Objective)](javascript:openDSC(121557294, 1, '128');)[2(Ayers, 2008, p. 5) LA-07-04-04 - Read Various Selected Works (Objective)](javascript:openDSC(132750903, 1, '51');)[4(Ayers, 2008, p. 5) LA-07-04-05 - Apply Literary Elements to Understand Literature (Objective) (Ayers, 2008, p. 7) LA-07-04-](javascript:openDSC(149102096, 1, '114');) 07 - Recognize Influence of Myths and Fables [2(Objective) (Ayers, 2008, p. 8) LA-07-05 WRITING/ TECHNOLOGY (Content Standard) (Ayers, 2008, p. 8)](javascript:openDSC(132750903, 1, '63');)[7LA-07-05-01 - Multi-Media Projects (Objective) (Ayers, 2008,](javascript:openDSC(111170793, 1, '384');) p. 8) LA-07-04-01 - Expand Vocabulary by Various Methods (Objective) (Ayers, 2008, p. 6) Steps of the Lesson This myth will take several weeks to complete. After reading and discussing several selected myths, students will have the option to create their own myth or modernize one that was read. With a partner or on their own, students would fashion their myth and then prepare a Podcast or iMovie to help with its digital storytelling. The finished product would then be presented to the class. By using technology to create digital stories, students are not limited by what they can create with their hands. They can incorporate digital images to help increase understanding of their writing. According to the IES Practice Guide, this lesson also allows for higher student engagement as well as opportunities for extended discussion of text (Kamil et al., 2008). This lesson design allows all to participate no matter their need or readiness. Conclusion Using differentiated instruction and universal design, teacher can successfully teach all students. Salend (2009) discusses that "digital storytelling is a particularly good format for having students present their skills and share information … with others" (p. 52). An open-ended lesson such as creating their own myth or retelling one via digital storytelling allows students to authenticate their learning and prove their knowledge.